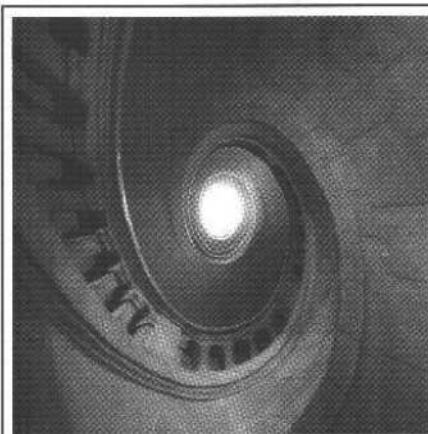


ADVANCED




Language  
**LEADER**  
COURSEBOOK  
— and CD-ROM —



David Cotton   David Falvey   Simon Kent  
Ian Lebeau   Gareth Rees

Language Reference and Extra Practice by Diane Hall

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# UNITS 1-6

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## UNITS 7–12

Listening	Speaking	Scenario	Study and writing Skills
Lecture on creativity Radio programme on rediscovered people	Discussing creativity Talking about national/local famous people Sharing good ideas	Camomila Key language: approving ideas, expressing doubt/objections Task: a new plan for Camomila	Critical thinking An opinion-led essay Essay planning Essay writing
People in the media talking about their jobs A talk on journalism	Discussing the future of newspapers Talking about the importance of journalism Discussing new channels for media	Sailing close to the wind Key language: being cautious Task: resolving ethical dilemmas	Research skills Features article for a magazine or newspaper
Extracts from a radio serialisation of a book Talk on youth crime and punishment A talk about immigration	Talking about different behaviour and unwritten rules (in a society) Discussing juvenile justice Talking about immigration	Law makers Key language: balancing an argument Task: amending and modifying the law	Synthesising information A literature review
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Descriptions of films/novels Video blog on 'plastic'	Discussing science fiction books/films Talking about consumption of plastic Discussing the importance of bees to nature and human life	Ask the panel Key language: referring to what other people have said Task: taking part in a panel discussion	Examination skills Exam vocabulary Exam culture Preparation A personal statement
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# Education and employment

## In this unit

### Grammar

- the continuous aspect
- the perfect aspect

### Vocabulary

- issues in education
- idioms
- suffixes (adjectives)
- abbreviations

### Scenario

- Choosing an intern

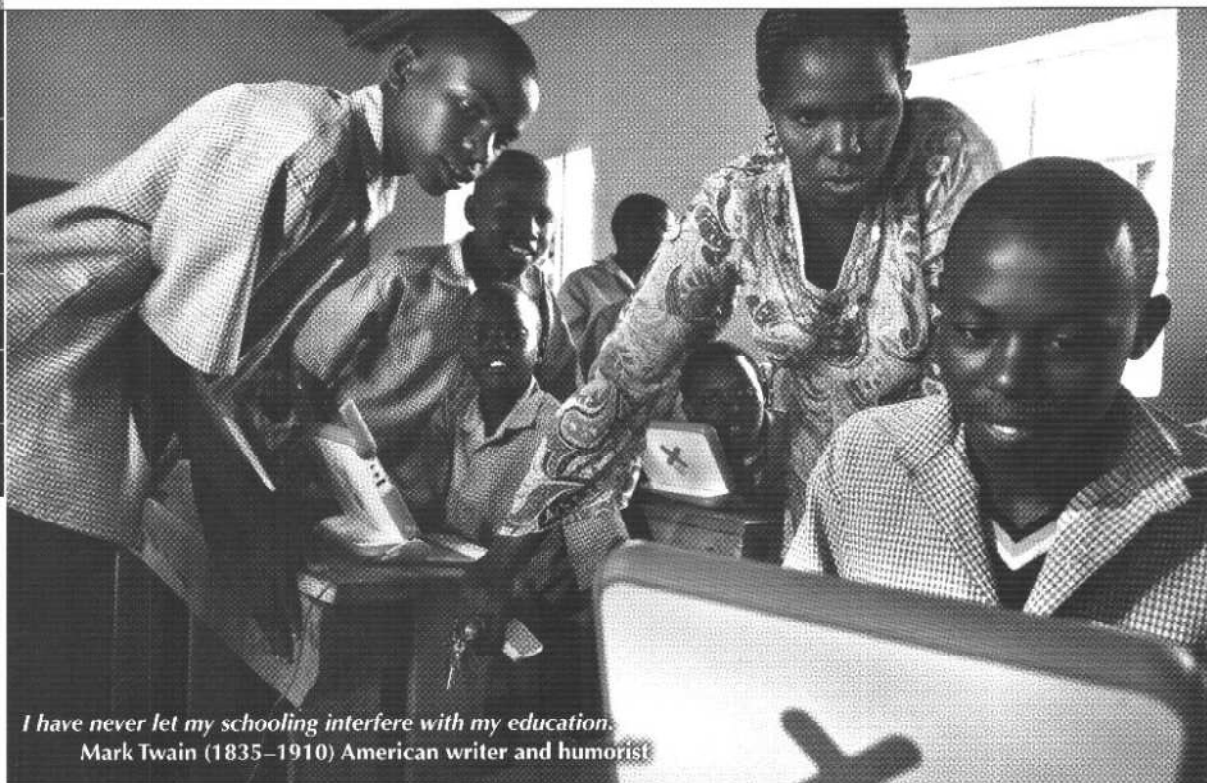
### Study skills

- self-awareness

### Writing skills

- a covering letter

## 1.1 ISSUES IN EDUCATION



*I have never let my schooling interfere with my education.*  
Mark Twain (1835–1910) American writer and humorist

### SPEAKING

**1a** Use the words in the box to complete the opinions below.

assessment curriculum dumbing down elitism  
interpersonal skills plagiarism streaming

- 1 'Education is not about developing your \_\_\_\_\_ but about learning facts.'
- 2 'Frequent examinations are a much more reliable and useful way of measuring performance than continuous \_\_\_\_\_.'
- 3 '\_\_\_\_\_ is an excellent idea because it enables students with a similar ability to work at the same pace.'
- 4 'The most important aspect of education is the \_\_\_\_\_, or subjects which are taught.'
- 5 'Private education creates \_\_\_\_\_ and encourages inequality in society, which is absolutely disgusting.'
- 6 'Copying someone else's ideas, \_\_\_\_\_, cheating in exams, and buying qualifications is sometimes necessary.'
- 7 'It's easier to get good grades nowadays because education is \_\_\_\_\_. Qualifications are worth less than in the past.'

**1b** Which opinions do you agree or disagree with? Discuss your ideas with a partner.

**2** In pairs talk about:

- 1 your country's education system
- 2 your own educational experiences

### READING

**3** Which of the following are important to learn at school do you think?

- 1 important dates in history e.g. battles
- 2 the names of capital cities
- 3 times tables e.g.  $4 \times 7 = 28$
- 4 scientific formulae e.g.  $E=mc^2$
- 5 spelling
- 6 mental arithmetic e.g. adding up numbers in your head
- 7 poems and excerpts from literature

**4** What techniques do you have for learning any of these? Tell a partner.

**5** What do you understand by the term 'rote learning'? Scan the article to check your answer.



6 According to the article are the statements below true, false or not given?

- 1 Teachers are no longer important.
- 2 Learning new things is not essential.
- 3 The British education system is old-fashioned.
- 4 Student autonomy is becoming more common in British schools.
- 5 Many people agree with Tapscott's views.

7 Do you agree with Tapscott's views? Why / Why not?

### LISTENING

8 **12** Listen to three people on a radio phone-in programme talking about the purpose of education. Answer the following questions.

- 1 Where are they from and what do they do?
- 2 How do their opinions differ?
- 3 Which is closest to Tapscott's view do you think?
- 4 What is your reaction to the views you heard? How common do you think they are?

### VOCABULARY: idioms

9 Match the following idioms (1–6) that describe people and their abilities/characteristics with the definitions a–f below.

- |              |               |
|--------------|---------------|
| 1 Whiz-kid   | 4 Dark horse  |
| 2 High-flier | 5 Team player |
| 3 Know-all   | 6 All-rounder |

Someone who:

- a) has many different skills and abilities.
- b) is very successful in a job or at school.
- c) works well in a group especially at work/ in business.
- d) behaves as if they know everything.
- e) is quiet but who surprises with their hidden talents.
- f) is a skilled or successful young person.

### SPEAKING

10 In groups, talk about the following questions.

- 1 What is the main role of education for you?
- 2 'You get what you pay for.' Do you think this statement is true for education in your country?
- 3 What was missing from your own education?

## Google generation has no need for rote learning

Memorising facts and figures is a waste of time for most school children because such information is readily available a mere mouse click away, a leading commentator has said.

The existence of Google, Wikipedia and online libraries means that there is no useful place in school for old-fashioned rote learning, according to Don Tapscott, author of the bestselling book *Wikinomics* and a champion of the 'net generation'.

A far better approach would be to teach children to think creatively so that they could learn to interpret and apply the knowledge available online. 'Teachers are no longer the fountain of knowledge; the Internet is,' Tapscott said. 'Kids should learn about history to understand the world and why things are the way they are.' But they don't need to

know all the dates. 'They can look that up and position it in history with a click on Google,' he said.

Tapscott denies that his approach is anti-learning. He argues that the ability to learn new things is more important than ever 'in a world where you have to process new information at lightning speed.' He said: 'Children are going to have to reinvent their knowledge base multiple times. So for them memorising facts and figures is a waste of time.'

His observations chime with a trend in British classrooms to cut back on traditional teaching and to personalise learning.

Schools are increasingly moving towards more independent study and so-called enrichment activities, with pupils learning at their own pace and focusing on what interests them most. At Wellington College in

Berkshire, for example, teenagers are not taught from the front of the class, but instead sit around a large oval table for seminar-style discussions.

Tapscott believes that the model of education that prevails today in most classrooms was designed for the industrial age. He suggests that the brains of young people today work differently from those of their parents. He argues that digital immersion, in which children may be texting while surfing the internet and listening to their MP3 player, can help them to develop critical thinking skills.

His views are unlikely to be universally welcomed. Richard Cairns, Headmaster of Brighton College, one of the country's top-performing independent schools, said that a core level of knowledge was essential: 'It's important that children learn facts. If you have no store of knowledge in your head to draw from, you cannot easily engage in discussions or make informed decisions.'



## SPEAKING

**1a** Think of three successful people in the following fields: business, the arts or science. Why do you think they are successful? Tell your partner about them.

**1b** Which qualities do the people you have described share?

## READING

**2** Read the profiles of three successful people quickly and say in what way they are successful.

**3** Look at the characteristics commonly used to describe successful people. Which of them apply to the people you read about?

- a) hard-working      d) creative
- b) innovative        e) business-minded
- c) highly educated   f) self-disciplined

**4** Read the profiles again and answer the following questions.

- 1 How do you think Kim and Simonon's earlier careers could have helped them achieve their later success?
- 2 What do you think of Nooyi's management style?
- 3 Which of the three people are you most impressed by? Tell a partner.

## VOCABULARY: suffixes (adjectives)

**5a** Find adjectives in the profiles which are formed from the nouns below.

passion, allergy, power, success, persuasion, superstition, fiction, psychology

**5b** What suffixes are used to form these adjectives?  
*passion – passionate*

**6a** Make adjectives from the following nouns using the suffixes.

education, affection, speculation, logic, ambition, empathy

**6b** Answer the following questions.

- 1 Who is the most successful person you know? Give your reasons.
- 2 Who is your favourite fictional character? Why?
- 3 What is the most powerful piece of art or film that you have seen?
- 4 Are you superstitious about anything? If so, give an example.

## Indra Nooyi



In 2006, Indra Nooyi was appointed Chairperson and Chief Executive Officer of PepsiCo. She has been named as the most powerful business woman in the world by Fortune magazine. Born in India, she has a Bachelor of Science degree, an MBA from the Indian Institute of Management and a Masters degree in Public and Private Management from Yale University.

Nooyi has a reputation for being very persuasive and she has the ability to rouse an audience. She also has a very informal style in meetings and openly solicits the opinions of her staff. At one investors' conference, Nooyi sat down with the delegates and conducted the business equivalent of a fireside chat.

Nooyi is constantly reinventing her business model. 'The minute you've decided a new business model, it's extinct, because somebody is going to copy it.' For years she's been talking about the importance of healthier products and nutrition education. She works 18–20 hours a day and is currently serving on the boards of several organisations.



## GRAMMAR: the continuous aspect

**7a** Read the profiles of Angela Jia Kim and Indra Nooyi again. Underline examples of the:

- 1 present continuous
- 2 past continuous
- 3 present perfect continuous

**7b** Which of the tenses you found are used to talk about:

- a) actions that were in progress at an earlier time?
- b) actions that are currently in progress?
- c) an action which began in the past and is still continuing, or has just finished?

➡ Language reference and extra practice, pages 134–135



## Georges Simenon



Georges Simenon was one of the most successful and prolific authors of the 20th century. Simenon had extraordinary energy as a writer and in one year, 1928, he wrote 44 novels. He was born in Liège in Belgium on Friday, 13 February, 1903, but his superstitious mother registered his birth as being a day earlier.

His success was not down to his education. He left school at the age of 15 and worked in numerous short-term jobs until he took a job as a journalist a year later. (Eventually, he even interviewed the Emperor of Japan.)

His first novel was published in 1921. He is best known for his psychological thrillers and in particular for the character of Inspector Jules Maigret, who, after Sherlock Holmes, is the world's most famous fictional detective. Maigret used psychological intuition to understand the criminal's motives.

Simenon wrote 75 Maigret novels which have inspired 55 films and 279 TV adaptations. For the last 40 years of his life he was probably the best-selling novelist in the world.



## Angela Jia Kim



Angela Jia Kim is a successful entrepreneur – having already founded two companies.

Her first piano teacher was her mother and later she graduated from the Eastman School of Music. Her classical refinement and passionate performances have delighted audiences worldwide.

One day just as she was about to perform on stage she had an allergic reaction to a body lotion. As a result of this she decided to develop her own line of skincare products. 'I was paying attention to what I was eating,' she says. 'Shouldn't I pay attention to what I was putting on my body?' She started experimenting to find non-toxic creams and eventually launched *Om Aroma & co*, an organic skincare line.

Her degree was in music, not business, so she sought advice from respected businesswomen who were going through similar experiences. She went on to create *Savor the Success*, an online community for female entrepreneurs. She says her success in business is due to her training as a concert pianist and, of course, hard work.



**8a** Look at the pairs of sentences below. Explain the difference in meaning between them.

- 1 a) I work in Madrid, but I live in a village 40km away.  
b) I'm working in Madrid at the moment, but I'm moving to Barcelona next year.
- 2 a) I've worked in London, Paris and Rome, but now I work in Tokyo.  
b) I've been working in Tokyo for a year and expect to continue to do so for some time.
- 3 a) I worked in Oslo in 2006.  
b) I was working in Oslo when my father fell ill.
- 4 a) I'll work when you get home, if you look after the children.  
b) I'll be working when you get home, so please try to keep quiet.

**8b** Which of the actions in the sentences above are:

- a) incomplete?
- b) temporary?
- c) happening around a point of time?
- d) already in progress when something else happened?

**9** Correct the errors in the use of tenses in this text.

I really respect my best friend. He <sup>COMES</sup> ~~is coming~~ from Poland and is speaking four languages. He is living in London since 1998 and I've been knowing him for ten years. We met on holiday when we hitchhike through Spain. One day while we walk through the Cantabrian mountains he told me that even though he had been leaving school at 15 he was going to be very successful. He joined his company when it is having difficulties. He was working his way up to the top. He has only been working there for seven years and he is already being the Managing Director.

### WRITING

**10** Write a short paragraph giving your opinion on one of the following statements.

- 1 'A good education is the key to a successful life.'
- 2 'Luck and family connections are more important than a good education.'



## SPEAKING

**1** In small groups, discuss the following questions.

- 1 How do you find out about jobs in your country?
- 2 What jobs have you had?
- 3 Have you ever written a CV/résumé? When?
- 4 Is there a standard format for CVs/résumés in your country?

## READING

**2** Which of the following do you think are essential to mention in your CV?

- 1 Website addresses of companies you have worked for
- 2 Details of pre-university qualifications
- 3 A photograph
- 4 Date of Birth
- 5 Mail address
- 6 Telephone number and email address
- 7 Names of referees
- 8 Internships / work placements
- 9 Computer programmes and software used
- 10 Charity work
- 11 Interests
- 12 Positions of responsibility
- 13 Title, e.g. Mr / Miss / Ms

**3a** Read the CV of Vadim Kufenko quickly. In your opinion, has he left out any essential information?

**3b** Read the CV again and answer the following questions.

- 1 What do you notice about the way the profile is written?
- 2 Which exchange programme might he have found the most difficult? Why?
- 3 What kind of jobs do you think he might be suitable for?

**4** Vadim is applying for a job in the marketing department of a British company that exports British products to Russia. They require a fluent Russian speaker, with advanced English and experience in finance and marketing. Rewrite Vadim's profile to help him get this job.

## Curriculum Vitae

Name: Vadim Kufenko  
 Date of birth: 8 May 1986  
 Address: 58 Suvarovsky pr., apt. 52,  
 St Petersburg 191015, Russia  
 Telephone: +7-812-264 69 22  
 Email address: v\_kufenko@online.ru

## PROFILE

An enthusiastic and dedicated professional with excellent analytical abilities in the field of finance. High levels of numerical capability. Quick to grasp new ideas and concepts and able to work on his own initiative. Has a logical approach to challenges and is able to meet tight deadlines. Strong project management skills. A good team player with good interpersonal skills.

## WORK EXPERIENCE

December 2008 – present

Financial Analyst at the Bank of Foreign Trade, St Petersburg.  
 Responsibilities: daily financial analysis, preparing financial statements, data processing, and marketing surveys

## EDUCATION

September 2007 – July 2008

MA Degree in Economics specialising in Finance and Credit,  
 St Petersburg State University of Economics and Finance

September 2003 – June 2007

BA Degree in Economics, St Petersburg State University of  
 Economics and Finance

1998–1999

Southwest Junior High School, Lawrence, Kansas, USA

1993–2003

School #157, St. Petersburg

## VOCABULARY: abbreviations

**5** In groups, match the education abbreviations with the descriptions below.

- 1 PhD    3 MBA    5 BEC    7 IELTS  
 2 MSc    4 BA    6 UCLES    8 TOEFL

- a) A first degree in the humanities.
- b) A postgraduate degree in a science subject.
- c) A postgraduate degree, which entitles the holder to the title Dr.
- d) A postgraduate business qualification.
- e) A qualification in Business English.
- f) A British examining board for exams in English as a Foreign Language.
- g) A test of reading, writing, listening and speaking often used by British and Australian universities.
- h) A test of comprehension in written and spoken English, often used by American universities.



## INTERNSHIPS AND EXCHANGE PROGRAMMES

September – December, 2007

Exchange Program at the University of Jyväskylä, Finland. Programmes: Finance, Business Networks, Family Business, Marketing (in English), Finnish language

April 2007

Short internship at the Bank of Foreign Trade, St Petersburg

April – July 2006

Exchange programme at the Berlin School of Economics, Germany. Programmes (in German): International Economic Relations; International Marketing; German language.



## ADDITIONAL SKILLS

Languages: English (advanced IELTS 8.0, BEC Higher (awarded by UCLES))

German (intermediate)

Finnish (elementary)

## HOBBIES

Trading in stocks and shares, swimming and jogging

## REFERENCES

Available on request

## GRAMMAR: the perfect aspect

**7** Look at Track 1.3 on page 170 and find an example of the following (there may be more than one answer):

- |                   |                      |
|-------------------|----------------------|
| 1 present perfect | 4 perfect infinitive |
| 2 past perfect    | 5 perfect -ing       |
| 3 future perfect  |                      |

**8** In sentences 1–5 below, which action:

- is completed?
  - looks back from now to a time before now?
  - was completed before another action took place?
  - is expected to be completed by a particular time in the future?
- Hopefully, we'll have finished the interview by 3 p.m.
  - I'd applied for a number of work placements before I got the one in the bank.
  - I've been on two exchange programmes: one in Finland and one in Germany.
  - Having read your CV, we'd like to know more about your internship and exchange programmes.
  - I seem to have lost your references.

➡ Language reference and extra practice, pages 134–135

**9** Fill in the blanks with present, past or future perfect.

- I intended to come for just a couple of months, but next September, I \_\_\_\_\_ (be) here for five years.
- When I interviewed him he \_\_\_\_\_ (already/be) out of work for over a year.
- My sister \_\_\_\_\_ (be) the head of a PR company for the last ten years.
- We \_\_\_\_\_ (interview) five people since 9 a.m. but I don't think any of them meet the requirements.
- It's no use sending your CV now. They \_\_\_\_\_ (choose) a candidate by the end of today.
- I was hoping \_\_\_\_\_ (finish) by now.
- \_\_\_\_\_ (complete) my training, I'm now looking for a job in finance.

## WRITING

**10a** Choose a job that you would like to be interviewed for and write a short CV to help you get that job.

**10b** In pairs, tell each other which job you would like to be interviewed for, give your partner your CV and take it in turns to interview each other.

## LISTENING

**6a** **13** Listen to part of Vadim's job interview. Answer the following questions.

- Why does the interviewer mention when the interview will finish?
- What regret does Vadim mention?
- What advice does the interviewer give Vadim?
- How does Vadim turn a possible weakness into a strength?
- Why does Vadim want the advertised job?
- What mistake does the interviewer make?

**6b** Listen again and evaluate the interview.

- Do you think what Vadim said highlights his strengths?
- How would you describe the interviewer's attitude towards Vadim?
- How do you think the interview is going (so far)?



## SITUATION

Anderson University is a private university in the United Kingdom. Many of its students want to do internships of three to six months with companies or international organisations. They generally pay a fee and use the services of Morton Associates, a firm that specialises in arranging internships.

Morton Associates is looking for a suitable candidate for an internship with the international organisation UNESCO.



United Nations  
Educational, Scientific and  
Cultural Organization

## UNESCO Activities

UNESCO promotes international co-operation among its 193 Member States and six Associate Members in the fields of education, science, culture and communication. It has a wide range of programmes, which will appeal to students from diverse disciplines.

## AIMS

- to halve the proportion of people living in extreme poverty in developing countries by 2015
- to achieve universal primary education in all countries by 2015
- to eliminate gender disparity in primary and secondary education by 2015
- to help countries implement a national strategy for sustainable development

**1a** Read the situation, the description of UNESCO and the duties of the intern.

**1b** In pairs/small groups, discuss what kind of person would be suitable for this internship. Think about the candidate's educational qualifications, personal qualities, experience, skills and interests.

**2** Discuss your profile of the ideal candidate with another group.

## DUTIES OF THE INTERN

- to assist in administrative duties as assigned by the director
- to assist in the research and writing of department publications
- to assist with desktop publishing
- to help to coordinate special events and conferences
- to take part in the development of student educational programmes

**3 1.4** In pairs listen to Lisa and Howard, (two members of Morton Associates) talking about the requirements for candidates applying for an internship at UNESCO. Make notes under the following headings.

- |                   |                          |
|-------------------|--------------------------|
| • Qualifications  | • Computer skills        |
| • Languages       | • Interests              |
| • Work experience | • Duration of internship |

**KEY LANGUAGE:** stating requirements; saying what is essential and desirable

**4 1.5** Listen to part of the conversation and complete the following extracts. Use a maximum of two words for each gap.

- L: It's \_\_\_\_\_ that candidates are doing a postgraduate degree ...
- H: What about languages?  
L: They \_\_\_\_\_ an excellent knowledge of one of the working languages of the organisation ...  
H: Right, so that's \_\_\_\_\_.
- H: How about work experience?  
L: They don't mention that specifically, but it's obviously \_\_\_\_\_ to have some work experience ...
- H: You haven't mentioned computer skills.  
L: Well, candidates \_\_\_\_\_ to be able to use office-related software.
- H: Anything else?  
L: No, but we'll be \_\_\_\_\_ some evidence of a special cultural or scientific interest.

**5** Look at Track 1.4 on page 170. Underline all the phrases which are used to *state requirements* and say whether each one is *essential* or *desirable*.



## TASK: choosing an intern

**6a** Work in groups of three. You are members of Morton Associates. You are going to recommend one intern for an internship at UNESCO. There is only one vacancy at the moment.

**Student A:** read the profile of Carla Dias

**Student B:** read the profile of Stefan Muller

**Student C:** read the profile of Hiroko Watanabe

Underline the strong points of each candidate. Make a note of any points you think the candidate lacks.

**6b** In your groups, discuss the candidates. Talk about their strengths and weaknesses and why they should/shouldn't get the internship.

**6c** Rank the candidates in order of their suitability for the internship (1 = most suitable, 3 = least suitable).

**6d** Choose the best candidate to recommend for the internship at UNESCO. Then, compare your choice with the other groups.

## PROFILE

### Qualifications

Final year PhD in English literature.

### Languages

Fluent oral and written Japanese, English and French.

### Computer skills

Basic knowledge of office software. Claims to be a quick learner.

### Attitude

Demonstrated a good knowledge of current affairs. Wants to represent Japan in an international organisation.

### Availability

Would ideally prefer a longer internship (six months).

### Other information

Well dressed. Spoke fluently using a wide range of vocabulary. Says she's a good team player. A member of the International Society at university. Seemed very nervous during the interview. Asked no questions.



Hiroko Watanabe

## PROFILE

### Qualifications

Final year PhD in Computer Science.

### Languages

Bilingual German/English.

### Computer skills

Extensive knowledge of computer program and software.

### Attitude

Ambitious. Wants to work for a multinational company running its communications network. Has travelled widely in Asia during his vacations. Is studying French in evening classes.

### Availability

Flexible.

### Other information

Dressed casually for the interview. Quiet and thoughtful with a strong sense of social responsibility.



Stefan Muller

## PROFILE

### Qualifications

Final year Masters Degree in Architecture.

### Languages

Good oral and written English. Fluent Portuguese, Spanish.

### Computer skills

Competent in Word and Excel.

### Attitude

Interested in current affairs. Previous one-month internship in International Labour Organisation (ILO) Geneva. Would like to pursue a career as a diplomat.

### Availability

Is interested in a 4-month internship.

### Other information

Smart appearance. Very articulate and self-confident. Inquisitive. Under-16 tennis champion in her home town.



Carla Dias

## OTHER USEFUL PHRASES

### Talking about strengths and weaknesses

One of his/her strongest points is ...

His/her best quality is ...

What impresses me about X is ...

His/her biggest asset is ...

One of his/her major weaknesses is ...

I think he/she lacks ...

I'm worried/concerned about his/her age/ experience/qualifications ...

What concerns me about the candidate is ...



## STUDY SKILLS: self-awareness

**1a 1.6** Two students are being interviewed by a linguist who is researching the motivation of learners of English. Look at the descriptions of two types of motivation. Listen to the interviews with Jan and Marco. Then decide which type of motivation they have.

**Instrumental motivation:** The person is learning the language to achieve a definite goal, e.g. to get a better job, to be promoted, to pass an external examination, etc.

**Integrative motivation:** The person is learning the language to communicate with people from another culture that speak the language. The person wants to identify with the target language group and fit in with it.

**1b** Which student, Jan or Marco, expresses the following ideas? Listen again and check.

He ...

- is a flexible person when travelling.
- will make more money by improving his English.
- wants to achieve native speaker proficiency.
- does not want to learn a lot about English culture.
- learned about English culture at an early age.
- is learning English in a company environment.
- wants to learn more about the literature of the country.
- needs to communicate better in English for work reasons.

**2** In small groups, discuss the following questions.

- 1 What is your main motivation for improving your English?
- 2 What other things are motivating you to improve your English language proficiency?

**3a** Jan travels a lot and believes he has good cross-cultural skills. In groups, discuss some of the skills and qualities that people need when living or working in foreign countries. Make a list and show your ideas to the other groups.

**3b** Compare your list of cross-cultural skills with a list made by an expert in the field. See page 166.

**3c** Now discuss whether you think you have the qualities required to work in a foreign country. Give reasons for your answer.

**4 Learning style** It is important to be aware of your learning style, as this will indicate not only your strengths but also areas you need to develop. Read about four approaches to learning on page 166. Then, in groups, answer the questions below:

- 1 Which style do you think best describes you personally?
- 2 Are you a mix of the styles? If so, in what way?
- 3 Is one learning style predominant in your group?
- 4 What could each of you do to improve your learning style?

**5 Personal qualities and skills** Work in groups. First, note down the qualities and skills you have which would impress a potential employer. Then compare your list with those of other students in your group.

## WRITING SKILLS: a covering letter

**6 When to use a covering letter** Complete the gaps in the text with the words in the box.

convincing motivate speculative  
targeted vacancy vital

A covering letter should always be included when you send out a CV or an application form. It should create interest and <sup>1</sup>\_\_\_\_\_ the employer to get to know more about you. There are two types of covering letter. In a <sup>2</sup>\_\_\_\_\_ covering letter, the writer is responding to a specific advertised <sup>3</sup>\_\_\_\_\_. However, in a <sup>4</sup>\_\_\_\_\_ covering letter, the writer aims at a specific employer or a number of companies or organisations he/she is interested in joining. A covering letter is <sup>5</sup>\_\_\_\_\_ if your application is speculative because the employer will only read it and look at your CV if your letter is really <sup>6</sup>\_\_\_\_\_.

**7 How to structure a covering letter** Look at the information below and put it in the order it would probably appear in a covering letter.

- 1 Highlight your strong points, your understanding of the work, and why you are suited for it.
- 2 End the letter with an appropriate sentence.
- 3 Indicate your availability for interview.
- 4 Explain why you are interested in the job.
- 5 State what the vacancy is and how you heard about it. If the covering letter is speculative, say what kind of work you are interested in.

CREATIVITY

INCENTIVE



**8 1.7** What to do in a covering letter Naomi Lloyd is a Communications Consultant. Listen to her talk, and make notes on what she says about the following:

- introduction
- your strengths
- length of the letter
- applying for different jobs
- ending the letter

**9** Read Track 1.7 on page 171 and check your answers.

**10a** Vadim Kufenko is also applying for the position of Research Assistant with *Euronews Magazine*. The magazine provides readers with information on trends in international banking, foreign exchange investment and capital markets. Read the covering letter that Vadim includes with his CV. Do you think he has followed the rules of writing a covering letter? Discuss with a partner.

**10b** Look at the letter again. Each paragraph contains a *topic sentence* and one or more *supporting ideas*. With your partner, study the example, then analyse paragraphs 3 and 4 of Vadim's letter in the same way.

A *topic sentence* contains the main idea upon which a paragraph is developed. It often appears at the beginning of a paragraph, introducing the main idea.

*Example: Paragraph 2*

*Topic sentence:* Having read your company literature, I am very interested in joining your organisation.

*Supporting ideas:* (The reasons why Vadim thinks he would be an asset to the company) He thinks the job suits his qualifications and experience and offers a suitable challenge.

**11** Certain phrases are common in covering letters. Find words/phrases in the letter which mean the following.

- 1 which I hope you will study carefully (paragraph 1)
- 2 descriptions of your organisation's activities (para. 2)
- 3 something that needs skill and energy to achieve (para. 2)
- 4 extremely useful (para. 3)
- 5 short and clear (para. 3)
- 6 getting work done very quickly and on time (para. 3)
- 7 have obtained (para. 4)
- 8 someone of value (para. 5)

Dear Ms Sommer,

Re: Research Assistant

- (1) I am writing to apply for the above position advertised in the graduate section of *The Chronicle*, dated 5 June. I enclose my Curriculum Vitae for your consideration.
  - (2) Having read your company literature, I am very interested in joining your organisation. I am convinced that the position of Research Assistant would be well suited to my qualifications and experience. It would also provide me with an interesting challenge.
  - (3) My role as Financial Analyst in the Bank of Foreign Trade in St Petersburg has given me invaluable experience of working in teams on research projects. It has also enabled me to develop key skills such as analysing financial statements, undertaking marketing surveys and writing concise reports, which are all relevant to this position. Of course, I am used to working to tight deadlines.
  - (4) During my vacations, I have travelled widely in Europe and have gained useful cross-cultural skills. As a result, I feel I would be able to fit comfortably into the multinational teams which I know are an important feature of your organisation.
  - (5) If I am fortunate enough to be selected for the position, you will be employing an enthusiastic, highly motivated and loyal member of staff, who will be an asset to your organisation.
- I am available for interview at any time and look forward to hearing from you.
- Yours sincerely,  
Vadim Kufenko

**12** You have already written a CV. Now write an impressive covering letter for the job advertisement below, so that you will be called for an interview.

## Volunteers

# WANTED

We are looking for volunteers with a wide range of skills and experience to participate in projects (such as building a school) in more than 30 of the world's poorest countries.

**You can make a difference.**

Send your CV to ...



## In this unit

### Grammar

- ▣ articles
- ▣ modal verbs

### Vocabulary

- ▣ travel collocations
- ▣ multi-word verbs
- ▣ conservation

### Scenario

- ▣ Granville Island

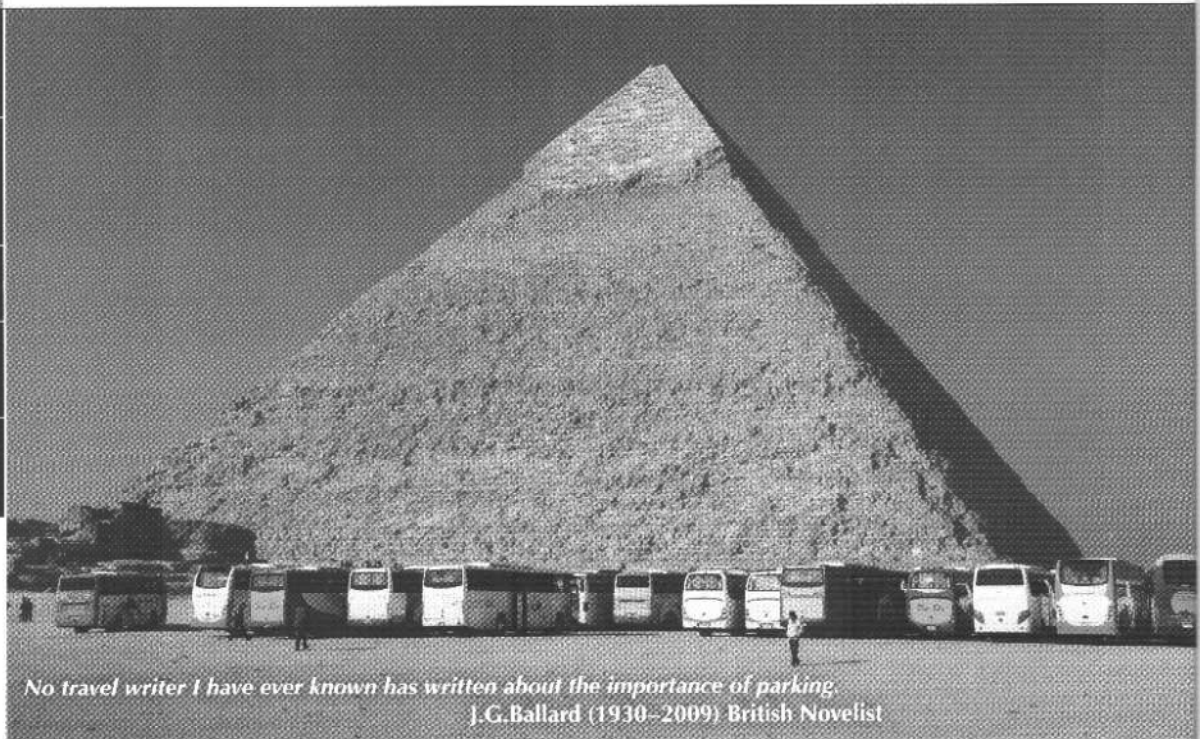
### Study skills

- ▣ planning and organising essays

### Writing skills

- ▣ a problem-solution essay

## 2.1 WISH YOU WERE HERE?



*No travel writer I have ever known has written about the importance of parking.*  
J.G. Ballard (1930–2009) British Novelist

### SPEAKING

**1** In pairs, discuss the points below and put them in order of importance for you as a tourist.

- weather
- accommodation
- cost
- sights
- food
- activities
- ease of travel
- environmental considerations

**2** What are popular holiday destinations for people from your country and how have these changed in the last ten years?

### VOCABULARY: travel collocations

**3a** Match the following.

*budget airline*

- |                     |                 |
|---------------------|-----------------|
| 1 ancient           | a) deal         |
| 2 boutique          | b) delights     |
| 3 carbon            | c) airline      |
| 4 last-minute       | d) footprint    |
| 5 gastronomic       | e) monuments    |
| 6 <del>budget</del> | f) temperatures |
| 7 organised         | g) hotel        |
| 8 baking            | h) excursions   |

**3b** Now match collocations 1–8 to the correct category in Exercise 1.

**3c** What other collocations can you add to each category?

*accommodation* → *luxury hotel*

### READING

**4a** Read the holiday brochure extracts on page 17. Which of the holidays listed would be suitable for the people below? Discuss your ideas in pairs.

- 1 A wealthy older couple looking for a relaxing holiday.
- 2 An adventurous student of ecology with a limited budget.
- 3 A sporty group of friends in their 20s looking for fun and excitement.
- 4 A young professional couple who want peace and quiet.
- 5 A cultured holiday-maker interested in the environment.

**4b** Which holiday would you like? Why?

**5a** Match the brochure entries to one of the holiday types below. Some of the choices are not needed.

an adventure holiday, a city break, a cruise, a resort holiday, a sightseeing tour, a working holiday, a safari, a self-catering holiday, backpacking

**5b** Can you add any other types of holiday to the list?



# VOCABULARY: multi-word verbs

6 Some tourists are talking about what they like to do on holiday. Complete the gaps in the sentences with the words in the box.

around away back down in  
of off (x2) up (x2)

- 1 'A holiday is all about getting \_\_\_\_\_ from it all.'
- 2 'I just want time away from work when I feel I can really let my hair \_\_\_\_\_.'
- 3 'I just love going somewhere new and soaking \_\_\_\_\_ the atmosphere.'
- 4 'We live in a big city, although I grew up in the country, so getting \_\_\_\_\_ to nature is important.'
- 5 'I love to blow a lot of money and really live it \_\_\_\_\_ when I go on holiday—no expense spared.'
- 6 'We're keen on finding unusual places—going \_\_\_\_\_ the beaten track.'
- 7 'Steering clear \_\_\_\_\_ the tourist traps is our main priority when booking a holiday.'
- 8 'I don't really like to do very much on holiday. Just lounging \_\_\_\_\_ by the pool is enough.'
- 9 'The main thing is to avoid getting ripped \_\_\_\_\_, so I try not to look like a tourist.'
- 10 'I love seeing new things and taking \_\_\_\_\_ the sights.'

# SPEAKING AND WRITING

7 What do you know about some of the specialised types of tourism below? How do you feel about them? In small groups, discuss your ideas.

battlefield, culinary, eco, disaster, celebrity, health/medical (including 'surgery safaris') volunteer, space

8 Choose one of the types of tourism above and write your opinion of it in a short paragraph.

**A Spend seven nights exploring the Caribbean aboard a state-of-the-art vessel: The Palladium.** Offering the ultimate in five-star indulgence and boasting 11 decks, it still retains a unique and intimate atmosphere. Select a stateroom with balcony for awe-inspiring ocean views. With five restaurants to choose from, each meal is a gastronomic delight. In the evenings, choose from a comprehensive range of entertainment options. Pamper yourself with the wide variety of treatments available in the Palm Court Spa. Fully escorted excursions are available at each port of call. This is an experience not to be missed. Call now on ...

Last minute package deals

**B Valentine's Day special:** Weekends for two in Paris. Explore the famous sights of the city of love – the Eiffel Tower, the Louvre, Montmartre – and then sample the culinary skills of renowned Parisian chefs. Stylish boutique hotel in the heart of this chic, bustling capital. Unbeatable prices. For more info go to **Earlybird.com**.

**C Feeling restless? Itchy feet?** An active two weeks in New Zealand, including a week of escorted trekking with breathtaking views, the opportunity to bungee jump and try paragliding. Experience a variety of exotic landscapes with a visit to a volcano, glacier hiking and white-water rafting. Local specialities and hospitality as you've never experienced before. All flights and internal transfers included. **DownUnder.com**

**D Sri Lankan Odyssey.** Fully guided holidays to explore the spectacular ancient monuments of an island rich in history. Enjoy baking temperatures, superb beaches and indulge in mouth-watering local delicacies prepared by top chefs. Our 'Green' hotels encourage visitors to calculate carbon emissions and will arrange for guests to plant trees if they want to offset their carbon footprint. Luxury holidays for the discerning and sophisticated traveller with an interest in sustainable development. An experience to savour. Flights not included. Single supplements apply. For further details go to **Exped.com**.

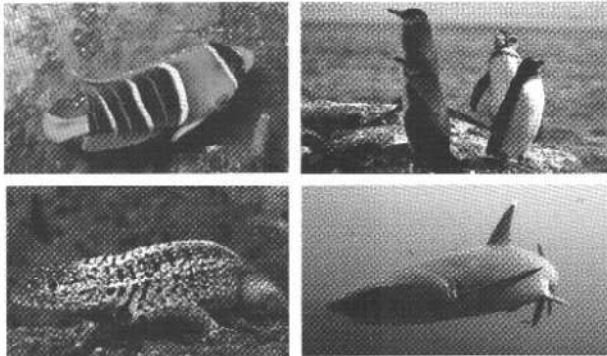
**E 7 nights on the picturesque Greek island of Kefalonia** (as seen in the film *Captain Corelli's Mandolin*) in an isolated, restored cottage. Experience the stunning views and secluded beaches and unwind in this off the beaten track location, far from the stresses and strains of the rat race. Steer clear of the tourist traps, recharge your batteries and return completely refreshed. All-inclusive deal. Special offer price includes flight (budget airline), accommodation, Jeep hire. **Athena travel**

**F The holiday of a lifetime. Ten nights in the Badumbas National Park.** See the big game and get back to nature. Staying at the exclusive Masai Game Lodge with three-star facilities, you will also spend two nights under canvas out in the bush. Stunning flora and fauna. A visual feast of wildlife all experienced at close quarters, including lions, elephants and rhinos. All travel is in air-conditioned off-road vehicles. No single-room supplement. **ZebraTourZ**



## READING

1 Look at the photos below and quickly read the description of the Galapagos Islands. Choose one or more photo(s) for the webpage.



2 Read the website and answer the questions below.

- 1 Where are the islands?
- 2 How many islands are there?
- 3 What area is covered by the islands?
- 4 Why are they so special?
- 5 What can you see there?
- 6 What is the tour company's attitude to tourism?

3 Read the website again. Answer the following questions.

- 1 What words does the writer use to encourage you to visit the Galapagos Islands?
- 2 What sort of people would be attracted to the islands?
- 3 What kind of problems might the Galapagos have?
- 4 Would you like to go there? Why / Why not?
- 5 What might you expect to do as an 'environmental ambassador'?

## LISTENING

4a 1.8 Dr Graham Watkins is the Executive Director of a conservation charity and is an expert on the Galapagos Islands. Listen and say whether the following statements about him are true or false. Correct the false information.

- 1 His father was a conservationist.
- 2 He studied biology at Oxford University.
- 3 He worked as a guide in the Galapagos Islands.
- 4 He studied zoology and evolution at the University of Pennsylvania.
- 5 His first job after the University of Pennsylvania was in the field of conservation biology.

http://www.galapagosinspirations.com/

# GALAPAGOS INSPIRATIONS

- HOME
- GALAPAGOS TRAVEL
- OPTIONS
- INFORMATION
- WHEN TO GO
- WHICH BOAT?
- HOW TO HELP
- SPECIAL OFFERS
- MAP

## Cruise Galapagos

Located 600 miles off the coast of Ecuador in the Pacific Ocean and just a short flight from Quito, the capital, the Galapagos archipelago consists of thirteen large islands and more than 100 smaller islands and islets and has a total land area of about 5,000 square miles. About 28,000 people live on the four inhabited islands. The Galapagos Islands are truly unique. They are among the most scientifically important and biologically outstanding places on the planet. Zoologists, botanists, ecologists and geologists from all over the world have been inspired by them since their discovery in 1535.

However, the islands are not just for scientists. Anyone interested in nature and wildlife will find a visit to these extraordinary islands a life-changing experience. Nowhere else in the world will you get closer to the wildlife and be able to see Giant Galapagos tortoises, land and marine iguanas, flightless cormorants, Galapagos penguins and boobies roaming freely.

For those who want to get away from it all to truly deserted beaches where you can watch birds, playful sea-lions, humpback whales, exotic plant life and volcanoes, this will be an unforgettable cruise.

Our company tours responsibly and you can return home as an environmental ambassador for the area.



**4b 1.9** Now listen to Part 2 of his interview and answer the following questions:

- 1 Does Graham think tourism is a bad thing? Why / Why not?
- 2 Give examples of negative consequences of tourism that are a) direct and b) hidden
- 3 What are 'invasive species'?

**5a** In Part 3 Graham is asked whether we should stay away from conservation areas. Predict what he will say.

**5b 1.10** Now listen to Part 3 and check your predictions. Then answer the following questions.

- 1 How can the impact of tourism be minimised?
- 2 What are the best forms of tourism?
- 3 What is 'sustainable development'?

### VOCABULARY: conservation

**6** Complete the gaps in the sentences below with the words in the box.

biodiversity emissions endangered  
irreversible renewable sprawl

- 1 This charity is working to preserve the amazing \_\_\_\_\_ of tropical rainforests.
- 2 Many animals are becoming \_\_\_\_\_ because of the destruction of their natural habitats.
- 3 The government has set the goal of cutting carbon \_\_\_\_\_ by 15 per cent by 2020.
- 4 Urban \_\_\_\_\_ is the spreading of a town or city into the rural area around it.
- 5 The report says that humans have already done \_\_\_\_\_ damage to the planet.
- 6 Examples of \_\_\_\_\_ energy are sunlight, rain and geothermal heat.

### GRAMMAR: articles

**7** Which of the rules a–k below explain the use of the articles underlined in the travel company website?

**1 Definite article:**

- a) common knowledge – we know we can tell from the context what is being referred to
- b) repetition – this is not the first mention of the person or thing
- c) uniqueness – the only one of its kind the world, or in this context
- d) with a superlative phrase
- e) with the names of countries or groups of islands which are plural
- f) with names of rivers, oceans and seas

**2 Zero article:**

- g) with uncountable nouns when speaking about the noun in general
- h) with the names of most cities, streets, countries and continents
- i) with plural countable nouns
- j) with most numbers (except a half, a hundred, a thousand)

**3 Indefinite article:**

- k) with a singular countable noun mentioned for the first time

➔ Language reference and extra practice, pages 136–137

**8** Read extracts from the interview a–c. Some articles are missing. Write in the articles where appropriate.

Graham:

- a) I became a conservationist, in part, because of my family background. My father was agricultural scientist and travelled throughout world. One of my brothers was born in Africa. I was born in British Guiana.
- b) I went to University of Oxford to study zoology. I finished my first degree there. After that, I was lucky enough to become guide in Galapagos Islands. I did that for about 18 months and as a result of that experience, which was really quite life-changing experience, I went to University of Pennsylvania to study ecology and evolution.
- c) I think the first thing to say about tourism is that in many situations it's very positive thing. It can help conservation quite substantially but there are also many examples in world, for example in Caribbean, where tourism also causes problems and has direct impacts on environment. Many of reefs in Caribbean have serious problems as result of pollution.

### SPEAKING

**9** In groups, choose one of the following in your country that you would like to protect. Discuss how you would protect it.

- 1 a natural feature
- 2 a historical building
- 3 an endangered species



## READING

1 In groups, discuss the advantages of going to:

- a) an isolated, unspoilt beach with no amenities
- b) a resort beach with sun-loungers, waiter service and full water sports facilities.

2 Read the article quickly and choose the best headline:

**THE BEACH THAT TURNED  
BACK THE COMMERCIAL TIDE**

**MEXICAN COMMUNITY  
STOPS DEVELOPERS**

3 Complete the subheading below with a possible ending.

Robert L. White reports on how a determined group of locals in Mexico ...

4 In which paragraphs are the following topics mentioned?

- 1 resorts for the wealthy
- 2 the campaign to save the beach
- 3 an unspoilt beach
- 4 the fate of other beaches

5 Compare paragraphs A and B of the article. What do you notice about the author's language?

6 Find two-word phrases in the text which mean the following:

- 1 a series of actions by ordinary people intended to achieve a result
- 2 a long, hard fight
- 3 an official organisation that has power to make decisions for a particular area
- 4 a group of companies working together
- 5 a problem concerning the people and things around you
- 6 a fact relating to human society that you think about

7 Read the article again and answer the questions.

- 1 Do you agree that the destruction of many of the world's idyllic places is really inevitable? Why / Why not?
- 2 In which ways do you think this story is an example of a significant or general change in attitude towards tourism development?

**A** Picture a perfect beach. From an expanse of flawless white sand, implausibly turquoise water shelves out over a stoneless seabed to a clear horizon. Overhead, pelicans wheel lazily in search of fish. One suddenly folds its wings, like a prehistoric umbrella, and hurtles downward. The splashdown is the first sound you can remember hearing for several minutes.

**B** Now imagine a whacking great hotel plonked on all this; plus a golf course and a few jetskis, of course, just to keep the decibel levels up. This is the fate that has befallen so many of the world's idyllic places that there seems something almost inevitable about it. Thanks to a determined and organised grassroots campaign, however, it won't be happening on this particular Mexican strand.

**C** Balandra beach, outside the city of La Paz, state capital of Baja California Sur, has been spared from future development after residents, civil society groups and environmentalists organised themselves into a collective, amassing a petition of 18,440 signatures calling on the regional authorities to protect the area. On March 25, after a protracted struggle by the Colectivo Balandra, state officials finally designated a total of 2,131 hectares of land and sea a Natural Protected Area, in a move that could signal a shift in Mexico's approach to tourism and conservation.

## GRAMMAR: modal verbs

8 Which modals (*can, could, may, might, must, will, would, should, have to, ought to*) do we use to talk about ...

- 1 likelihood / possibility / probability?
- 2 ability?
- 3 permission / requests?
- 4 obligation / necessity?
- 5 deduction?

9 Look at part of a leaflet encouraging people to sign a petition to save Balandra beach. Which modals express the following meanings/functions?

- a) lack of obligation
- b) obligation not to do something
- c) advice
- d) refusal
- e) ability
- f) future possibility
- g) obligation



**D** Environmental issues were, naturally, one of the main planks of the collective's campaign. As the group warned on its website: 'The landscapes of the rest of the beaches of La Paz have already been modified with various types of constructions and installations; Balandra is the only one that remains to us.'

**E** But there were social considerations at stake here, too, because Balandra is essentially a beach for the people of La Paz, where tourism is of the unobtrusive variety. In stark contrast to the super-rich celebrity playground of Cabo San Lucas, just down the road, this is not a place that exists to service the appetites of deck shoe-wearing management consultants from LA.

**F** The threat came, specifically, from a business consortium headed by the son of a former state governor of Veracruz, whose family own land in the area. Miguel Alemán Magnani's hotel-and-golf vision involved international capital, according to the Mexican newspaper *El Universal*, and the group had been trying since at least 2005 to get the go-ahead for the project.

**G** Development of Balandra would surely have brought jobs: margaritas would have had to be served, tour parties guided and pets pampered. But the people of La Paz have looked into that particular future and dared to choose another path. They have shown that it is possible to take on the inevitable – and win.

### GRAMMAR TIP

*Must* often expresses an obligation which comes from the speaker:

*I must write to my mother.*

*Have to* often expresses a more impersonal obligation:

*You have to have a visa to enter the country.*

➡ Language reference and extra practice, pages 136–137

### 10 Underline the correct modal verb.

- 1 I'm afraid that's absolutely impossible.  
It *mustn't* / *can't* / *may not* be true.
- 2 That *mustn't* / *may not* / *can't* be Peter.  
He's in Beijing.
- 3 I *can* / *must* / *might* have to go to Miami tomorrow.
- 4 We *mustn't* / *might not* / *don't have to* leave yet.  
We've got lots of time.
- 5 It looks like it could snow, but it *can* / *could* / *might not*
- 6 You *may* / *would* / *will* sit down if you like.
- 7 You *don't have to* / *mustn't* / *might not* touch that button. It will delete everything.
- 8 I can't meet you tomorrow. I *have to* / *would* / *could* work.
- 9 Sorry, but I *can't* / *might not* / *may not* come to the meeting. I'm too busy then.

### SPEAKING AND WRITING

**11a** Work in groups. You are responsible for looking after a local beach. Talk about the rules that users of the beach will have to follow.

**11b** Write a notice with your list of rules to be placed at the entrance to the beach.



## SAVE OUR BEACH

**We mustn't let the developers destroy our beach.**

We don't have to let them win.

It might mean fewer tourists in the short term but, with your help, we can win this campaign and we may be able to change the government's attitude to the environment.

You should sign the petition on the back now. Your signature could help us make a difference. You have to be 18 to sign this petition.

We won't stop until the developers stop.





## SITUATION

Granville Island is a fairly large island in the Caribbean with a population of 780,000. Its main sources of income are fruit, fish and tourism. Some five years ago, a hurricane devastated the capital city and towns, as well as the fruit plantations. As a result, the unemployment rate on the island has risen to 20 per cent. Now foreign property companies are coming into Granville Island to develop its economy and rebuild its tourist facilities. This has led local environmental groups to accuse the authorities of sacrificing Granville's natural habitats in order to develop a seaside resort.

## Ricardo Hernandez

Born in Cuba, Hernandez entered the United States as a political refugee. He made a fortune in real estate in New York refurbishing old apartment buildings, then moved to Florida where he made another fortune constructing hotels. A billionaire, now of American nationality, he is thought to be in the top five of America's richest men.



**1** Read the situation and the description of Granville Island and the information about Ricardo Hernandez. Then answer the questions below.

- How might the authorities be sacrificing Granville's natural habitats?
- What is special about Ricardo Hernandez?

**2a 1.11** Listen to the excerpt from the local radio news. Make notes under the following headings.

- Reason for buying the Roberts Estate ...
- Planned facilities ...
- Possible problems ...

**2b** In groups, discuss the possible advantages and disadvantages of Hernandez's project.

## KEY LANGUAGE: stating your position, clarifying

**3a 1.12** Listen to the conversation between Ricardo Hernandez and Louisa Bradshaw, who is the Mayor of the community where Hernandez would like to develop a golf course. Now answer the questions below.

- What is Ricardo Hernandez's position concerning the length of the golf course?
- What supporting arguments does he use to persuade the Mayor to accept his point of view?
- What will Hernandez do if his project is not accepted?

**3b** Listen again. Complete the gaps in the extracts below with the language Ricardo Hernandez uses.

- I'd like to make \_\_\_\_\_ about this.
- The size of the course \_\_\_\_\_, I'm afraid.
- It \_\_\_\_\_ to shorten its length. It's my dream to build the \_\_\_\_\_ golf course in the world here on this island.
- But I \_\_\_\_\_ if I have to build a shorter course.
- You see, \_\_\_\_\_ a full-length 18-hole course if you want to \_\_\_\_\_ the top golfers in the world to play here.
- I hope you \_\_\_\_\_.
- Exactly. A full-length course \_\_\_\_\_. I couldn't go ahead \_\_\_\_\_ on that.

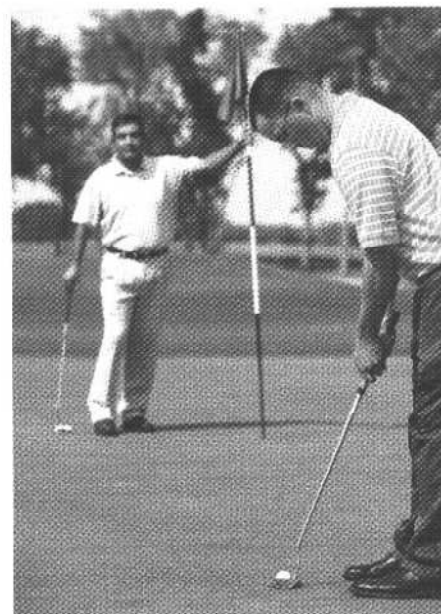
**3c** In pairs, practise saying the above extracts.

**4** Look at Track 1.12 on page 172. Find examples of seeking and giving clarification.

*Scale down? What do you mean exactly?*

**5** Paraphrase each of the examples you found in Track 1.12.

*I can see that you really want to build this golf course.*





## TASK: participating in an informal meeting

The Mayor decides to hold an informal meeting to allow Ricardo Hernandez to talk about his project and for other group representatives to express their opinion and ask questions.

After the meeting, the Mayor will decide whether to recommend the project to the local council.

### 6 Work in groups.

**Student A** Mayor: turn to page 158 and study your role card.

**Student B** Ricardo Hernandez: turn to page 161 and study your role card.

**Student C** Head of the Wildlife Society: turn to page 162 and study your role card.

**Student D** Journalist (representing public opinion): turn to page 163 and study your role card.

**Student E** Chamber of Commerce representative: turn to page 163 and study your role card.

### 7a Hold the meeting.

**7b** The Mayor announces whether he/she will recommend that the local council approves the project.

## OTHER USEFUL PHRASES

### Supporting the project

There's no doubt it'll bring great benefits to our community.

The resort is clearly in everyone's interests.

This project will revitalise the area.

### Rejecting the project

The project simply isn't feasible.

It's not the right thing for this area.

You haven't thought it through.

### Asking polite questions

Could I (just) ask you, what else will you do for our community?

I'd like to ask you a question. How does this project help young people?

### Expressing reservations

I'm not sure this is the right project for this area.

I think this needs further thought.

I don't know about this.

Let's think about the implications.

There could be several harmful effects. For example ...

### Challenging an argument

I think there's a flaw in this argument.

I'm not totally convinced by what you say.

It sounds like a good idea but ...



### STUDY SKILLS: planning and organising essays

**1a** There are some fundamental steps involved in writing academic essays. The order below is jumbled. Put the steps in the order you might do them.

- Establish your argument or point of view.
- Analyse the question and define key terms.
- Brainstorm ideas.
- Complete and check your references and bibliography.
- Research and take notes on the topic, using books, journals, the Internet and other credible academic sources.
- Write your plan and organise your ideas.
- Write a first draft to include your introduction, main body and conclusion.
- Prepare the final draft.
- Redraft and edit your essay.
- Have a friend or colleague read your final draft.

**1b** Now compare your order with a partner.

**2** **Analysing the question** To answer an essay question effectively, it is essential to understand the verb which gives the key instruction. Look at the essay questions below. In pairs, decide what each of the verbs in *italics* means.

*Example: Discuss the advantages and disadvantages of eco-tourism.*

*Discuss* means you are being asked to write about the advantages and disadvantages of eco-tourism in detail, considering different ideas and opinions.

- Define* the term eco-tourism, giving examples.
- Account* for the decrease in the whale population during the last 20 years.
- Critically evaluate* the role of tourism in protecting the environment.
- Outline* the steps taken by your local community to recycle waste.
- Analyse* the threats to the world's coral reefs.
- Assess* the effects of illegal logging on wildlife in Mexico.
- Compare* the measures taken by Kenya and Uganda to protect wildlife.

**3a** **1.13** **Brainstorming** Brainstorming is an effective activity for generating new ideas about an essay topic. Listen to a university lecturer giving advice to a student, Erika, about three approaches to brainstorming. Make notes about the key points under the following headings:

- Free association
- Visual thinking
- Question and answer

**3b** Compare your notes with those of a partner. Which approach do you prefer?

### WRITING SKILLS: a problem-solution essay

**4a** Study the following pattern of organisation, which is often found in academic texts presenting problems and exploring what can be done about them.

- Situation
- Problem(s)
- Solution(s)
- Implications
- Evaluation (assessing the solution and implications)

**4b** Read the problem-solution essay about the Antarctic region on page 25. Match the paragraphs to the parts of the pattern given above.

**5** Underline link words or phrases in the essay which:

- add something
- give an example
- make a contrast
- show cause and effect
- indicate a good result

**6** Work in groups. Read the essay question below. Brainstorm ideas for the topic using ONE of the techniques described by the lecturer in Track 1.13.

The elephant is an endangered species. Discuss what actions can be taken to protect elephants and save them from extinction.

**7a** In small groups, discuss what information from your brainstorming could be put under each part of the pattern in Exercise 4a.

**7b** What do you think is the best way to deal with the problem? What are the implications of the solutions you propose? Assess the solutions and implications.



Discuss the reasons why the Antarctic is under threat and suggest how its environment can be protected.

The natural wilderness of the Antarctic is under threat because of the increasing number of tourists who are visiting the area. As many as 30,000 are expected to come to Antarctica this year to observe penguins, seals and seabirds. 1

Because of this, scientists worry that this curiosity to see the Antarctic area before the ice melts away will only hasten its deterioration. They believe that the growth in tourism could increase the risk to the marine environment and land eco-systems. 2

A major concern is that cruise ships are increasingly visiting the area and if there was an accident, they could cause major pollution. For instance, a Norwegian cruise ship recently ran aground on Antarctica's Deception Island, spilling diesel fuel. 3

Whatever the solutions, any action would be difficult to implement because, unlike in the Arctic region, there are no state or international laws governing tourism practices in the Antarctic. Moreover, the owners of the cruise ships do not seem to be able to agree on what sort of checks and controls are needed in the region. 4

Fortunately, the Norwegian ship was ice-strengthened, and it only spilled a small amount of fuel, which quickly dispersed in water. On the other hand, some bigger cruise ships use heavy fuel oil. This would be very difficult to clean up in the event of a serious accident and thousands of penguins and other marine life could become coated in oil. 5

As a result of the Norwegian accident, there have been several proposals for dealing with the problem. One idea is that there should be a ban on ships which have not been specially strengthened to deal with sea ice. Another suggestion is that there should be a buddy system for large ships so that if one gets into trouble, there would always be another vessel nearby, which it could call for help. A more radical suggestion is that only small research vessels should be allowed into the Antarctic area. 6

**7c** What are the implications of the solutions you propose? What do you think is the best way to deal with the problem? Assess the implications and solutions.

**8** **1.14** Listen to a wildlife expert describing the situation of the elephant populations of Africa and Asia and make notes about the main points mentioned.

**9a** Write the first paragraph of the essay using a maximum of 70 words.

**9b** In pairs, read each other's first paragraph. Comment on its content and language.

**10** Write a problem-solution essay, using the format above on one of the following topics.

- 1 An animal which is under threat of extinction, e.g. the elephant, rhinoceros, cheetah, gorilla, tiger or whale.
- 2 An environmental problem, e.g. the harmful effects of tourism.

